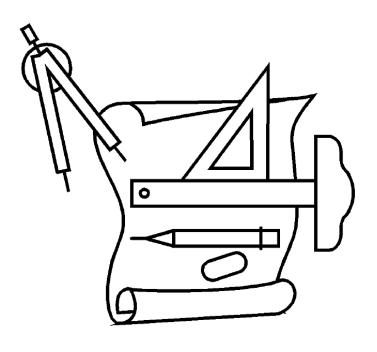
# District Developed Service Delivery Plans

February 2009





### STATE OF IOWA

CHESTER J. CULVER, GOVERNOR PATTY JUDGE, LT. GOVERNOR

DEPARTMENT OF EDUCATION JUDY A. JEFFREY, DIRECTOR

Date: February 2, 2009

To: AEA Directors of Special Education

LEA Superintendents

LEA Special Education Directors/Coordinators

From: Kiersten Hensley, Consultant, Bureau of Student and Family Support Services

Subject: District Developed Service Delivery Plans

All districts are required to develop a District Developed Service Delivery Plan for Special Education services by September 15, 2009. The following document has been developed to assist districts as they develop their plans.

The approved District Developed Service Delivery Plan must be inserted into the proper location on the district's Comprehensive School Improvement Plan by September 15, 2009. More detailed information will be available at a later date, as programming is not yet complete at this time.

If you have any questions, please contact Kiersten Hensley at <u>Kiersten.hensley@iowa.gov</u>, or 515-281-4123.

### **District Developed Service Delivery Plans**

### Table of Contents

Topic	Page #
Overview of Steps	3
School Board Approval of Plan Development	4
Content Requirements- Overview	6
Content Requirements- Questions and Examples	8
Public Comment	29
Compliance Verification	30
School Board Approval of Plan	32
Insertion of Plan Into Comprehensive School Improvement Plan	33
Appendix A- Iowa Administrative Rules of Special Education	34
Appendix B- Plan Template (Questions and Assurances)	36
Appendix C- Sample Timelines	38

### Overview of Steps

Step	Action
1	The district school board approves the development of District
	Developed Service Delivery Plan and individuals on development
	committee.
2	The committee develops the plan.
3	The plan is available for public comment.
4	The AEA Special Education Director verifies compliance.
5	The district school board approves the plan prior to adoption.
6	The plan is included in the designated area of the Comprehensive
	School Improvement Plan.
7	The plan is reviewed in connection with the 5 year accreditation
İ	cycle OR earlier if required by determination given by the state.

### **School Board Approval of Plan Development**

### Administrative Rule

**41.408(2)c(1)** Before initiating the development of the delivery system, the LEA board shall approve such action and the LEA personnel and parents who will participate in the development of the alternative.

**41.408(2)c(2)** The delivery system shall be developed by a group of individuals that includes parents of eligible individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative.

#### **Explanation**

The first step in developing the District Developed Service Delivery Plan, is to get approval from the district school board.

The district school board must approve the development of the plan and the individuals (by name) on the development committee. This does not include the AEA representative, who will be appointed by the AEA Special Education Director.

### Committee Representation

The development committee must have representation from the following groups:

- Parents of eligible individuals
- Special education teachers
- General education teachers
- District administrators
- AEA representation (appointed by AEA Special Education Director)

The district may choose to use their School Improvement Advisory Committee (SIAC) as the nucleus of their District Developed Plan Committee, as long as all the required representatives are in place.

#### **Considerations**

Teacher representation should be appropriate for the educational levels being addressed. For example, if the district serves students PK-12, there should be teachers, in both general and special education, who are able to represent those ranges of grade levels.

#### **Other Members**

If a larger group is needed, then a core group responsible for describing the delivery system could be identified along with input from other work groups. In that circumstance, the board would only need to approve the core group of individuals.



Board Agenda: The Iowa Administrative Rules of Special Education (IAC—41.408) require that each Iowa school district create a delivery system for special education instructional services. Information regarding this activity will be provided. The board will be asked to approve the planning activity and the planning group for this activity.

Board Motion: I move that \_\_\_\_ Community School District create a special education instructional delivery system and that the system be developed by [list names].

### **District Developed Plans- Content Requirements**

#### Overview

The content requirements of the District Developed Plans will be met through a set of five questions and a series of assurances.

Examples and suggested text are included to help districts when they are developing their plan.

#### Questions

- 1. What process was used to develop the special education delivery system for eligible individuals?
- 2. How will services be organized and provided to eligible individuals?
- 3. How will caseloads of special education teachers be determined and regularly monitored?
- 4. What procedures will a special education teacher use to resolve caseload concerns?
- 5. How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

#### Assurances

A set of six assurances must be included in the District Developed Service Delivery Plan.

See assurances on page 7.

#### **Template**

A template is available to use in the development of the District Developed Service Delivery Plan. The template contains the questions and assurances in the correct format for entry into the CSIP. See template on page 36-37. The template will also be available electronically.

**Please note:** Each answer must be limited to 6000 characters or less (including spaces).

### **District Developed Special Education Service Delivery Plan Assurances**

cont	district assures it provides a system for delivering instructional services including a full inuum of services and placements to address the needs of eligible individuals aged 3 to and shall provide for the following:
(1)	The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials.
(2)	The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.
(3)	The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.
(4)	The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.
	district assures the school board has approved the development of the plan for creating stem for delivering specially designed instructional services.
	district assures that prior to the school board adoption, this delivery system was lable for comment by the general public.
pare adm	district assures the delivery system plan was developed by a committee that included ents of eligible individuals, special education teachers, general education teachers, inistrators, and at least one AEA representative (selected by the AEA Special cation Director).
	district assures the AEA Special Education Director verified the delivery system is in pliance with the Iowa Administrative Rules of Special Education.
	district assures the school board has approved the service delivery plan for

### Question 1: What process was used to develop the delivery system for eligible individuals?

#### **Purpose**

The purpose of this question is to document that the district has met all the process requirements in the development of their District Developed Service Delivery Plan.

#### **Example Text**

"The delivery system was developed in accordance with Iowa Administrative Code rule 41.408(2)"c". The group of individuals who developed the system included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one representative of the AEA."

The example text is simply a suggestion. Districts may choose to develop their own answer, or add more information to the example text.

### Possible additions

Additional information the district could choose to include:

- Names and positions of individuals of the development group
- Dates of board action
- The number and type of meetings

### Question 2: How will service be organized and provided to eligible individuals?

#### Purpose

The purpose of this question is to describe how the district will provide special education instructional services.

Districts must include the full continuum of services and placements for eligible individuals from age 3 to 21, including preschool.

### Full Continuum Examples

Three "continuum of service" examples follow on pages 10-13. The district may choose to use any of these to answer question two.

These are generic examples. The district can make adjustments to any of the examples to suit its needs, as long as the full continuum of services is still being described.

Districts may use continuum descriptions from their previous District Developed Plans if they meet the requirement of the full continuum of services for students age 3 to 21, with the exception noted below.

#### Levels I, II, III

Level I, II, and III are used to describe funding only, not levels of service.

Use of Level I, II, and III to describe the continuum of services will not be accepted.

# **Examples Continuum of Service**

How Will Services be Organized and Provided to Eligible Individuals?

Here are three examples of how services might be organized and provided in order to make a continuum of services available to meet the needs of eligible individuals. Districts may:

- Use one of the examples, as written
- Modify one of the examples, if the resulting plan meets the requirements of the Iowa *Administrative Rules of Special Education*
- Write their own description of how services will be organized and provided, if the resulting plan meets the requirements of the Iowa *Administrative Rules of Special Education*

### Example 1 Continuum of Services

**General education with consultation**. The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing or grading. The service provider is responsible for consulting with general education teacher and monitoring the student's progress according to the IEP.

General education with consultation/accommodations. The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading and behavioral management as specified in the IEP. The special education teacher support may include assisting the general education teacher with the design and preparation of materials, adaptations and accommodations. The special education teacher is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support in the general education classroom. The student receives special education support for the general education curriculum in the general education setting. The special education teacher, support service provider, or trained paraprofessional will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students, through models such as collaborative or co-teaching. The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

General education with direct special education support outside the general education classroom. The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services or all services he/she needs in a separate educational setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). The special education teacher/service provider is responsible for monitoring the student's progress on IEP goals.

#### **Notes:**

Students may receive different services at multiple points along the continuum based on the IEP.

The district will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

The continuum includes services for eligible individuals ages 3 to 21.

### Example 2 Continuum of Services

**Consulting Teacher Services:** Consulting Teacher services are defined as indirect services provided by a certified special education teacher to a general education teacher in adjusting the learning environment and/or modifying his/her instructional methods using specially designed instruction strategies to meet the individual needs of a student with a disability receiving instruction in the general education classroom.

**Co-Teaching Services:** Co-teaching services are defined as the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students. These services are provided by the special education teacher and general education teacher in partnership to meet the content and skills needs of students in the general education classroom. These services take shape in a variety of manners. For example, teachers co-plan, divide the class, and provide the instruction to smaller groups, or teachers co-plan and then co-instruct different components of the content. The effectiveness of services provided through co-teaching have a strong research base.

**Collaborative Services:** Collaborative services are defined as direct specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher in a general education classroom to aid the student(s) in accessing the general education curriculum. These services are provided simultaneously with the general education content area instruction.

**Pull-Out Services:** Pull-Out services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide supplementary instruction that cannot otherwise be provided during the student's regular instruction time. These services are provided in an individual or small group setting for a portion of the day. Pull-out services supplement the instruction provided in the general education classroom through Consulting Teacher services or Collaborative/Co-teaching services. The specially designed instruction provided in Pull-out settings does **not** supplant the instruction provided in the general education classroom.

**Special Class:** Special Class services are defined as direct specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a certified special education teacher to provide instruction which is tied to the general education curriculum, but has been modified to meet the unique needs of the student(s) in a self contained setting (including, but not limited to special classes, special schools, home instruction, and instruction in hospitals and institutions). This means the student is receiving his or her primary instruction separate from non-disabled peers.

#### **Notes:**

Students may receive different services at multiple points along the continuum based on the IEP.

The district will provide access to this continuum for all eligible individuals based on their IEP. Services may be provided within the district, or through contractual agreement with other districts and/or agencies.

The continuum includes services for eligible individuals ages 3-21.

### Example 3 Continuum of Services

**Nominal Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is less than 5 hours per week.

**Targeted Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 5 and 12.5 hours per week.

**Sustained Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is between 12.5 and 24 hours per week.

**Intensive Support:** The student receives specially designed instruction and/or supports from a certified special education teacher. Services provided by the special education teacher could be delivered through joint planning, collaborative instruction, co-teaching and/or direct instruction. Special education teacher time commitment is more than 24 hours per week.

### Question 3: How will caseloads of special education teachers be determined and regularly monitored?

#### **Purpose**

This requirement exists to ensure that teacher caseloads do not become unmanageable in a manner that would compromise the provision of services prescribed in the IEPs.

#### **Requirements**

The description should include:

- What will be considered a full caseload (e.g., points, number of students)
- Who will monitor caseloads
- How often caseloads will be monitored

If the district is using a caseload matrix or rubric to determine caseload, all the criteria need to be described in writing.

#### **Examples**

Three "caseload determination" examples follow on pages 15-23. These examples also include written descriptions. Spreadsheets will be available electronically, as well.

These are generic examples. The district can write its own or make adjustments to any of the examples to suit its needs.

### Caseload Monitoring

A regular monitoring schedule or procedure should be established that will allow for review of caseloads with a frequency that is sufficient to identify problems.

The procedure should be flexible enough to respond to fluctuating caseloads that occur at irregular intervals.

### Elements to Consider

Issues which might be considered in determining individual teacher caseload include, but are not limited to:

- Number of IEPs for which the teacher is responsible
- Intensity of services documented in the IEPs
- Age span of students
- Time needed for collaboration
- Amount of direct instructional contact time with students
- Amount of time required in supervision of paraeducators

# **Examples Caseload Determination**

### How will caseloads of special education teachers be determined and regularly monitored?

Here are three examples of how teacher caseload might be determined and monitored. Districts may:

- Use one of the examples, as written (**Note:** The caseload examples are presented in both a table version and a text version. The table presentation is a helpful communication tool, but cannot be placed in the CSIP)
- Modify one of the examples, if the resulting plan meets the requirements of the Iowa *Administrative Rules of Special Education*
- Write their own description of how teacher caseload will be determined and monitored, if the resulting plan meets the requirements of the Iowa *Administrative Rules of Special Education*

### **Example 1- Caseload Determination**

	<del>-</del>
7T 1	C4 1 4
Teacher:	Student:
reaction.	Student.

	Curriculum	IEP Goals	Specially Designed Instruction	Joint planning and consultation	Paraprofessional Support	Assistive Technology	FBA/BIP
Zero Points	Student is functioning in the general education curriculum at a level similar to peers	Student has IEP goals instructed by another teacher or service provider.	Student requires no specially designed instruction	Joint planning typical for that provided for all students	Individual support needed similar to peers	Assistive technology use is similar to peers	Student requires no FBA or BIP
One Point	Student requires limited modifications to the general curriculum	Student has 1-2 IEP goals.	25% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 25% or less of the school day	Assistive technology requires limited teacher-provided individualization and/or training for the student	Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month)
Two Points	Student requires significant modifications to the general curriculum	Student has 3 IEP goals.	26-75% or less of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed for 26% to 75% of the school day	Assistive technology requires extensive teacher-provided individualization and/or training for the student	Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others
Three Points	Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress	Student has 4 or more IEP goals.	76 to 100% of instruction is specially designed and/or delivered by special education personnel	Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month	Additional individual support from an adult is needed from 76% to 100% of the school day	Assistive tech requires extensive teacher-provided individualization and/or training for the student-Significant maintenance and/or upgrades for continued effective use are anticipated	Requires more than 4 hours for assessing, planning, data collection and communication with others

Point 7	Cotal	
POIIII	OIAL.	

### **Example 1- Text Caseload Determination**

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.

In determining teacher caseloads, thevalues to assign points to the programs of exprogram in the district.			C
A teacher may be assigned a caseload with a limit may be exceeded by no more than 10% does not prevent the affected teacher's abilities or her student's IEPs.	% for a period of no mor	re than six we	eks, if doing so

#### Curriculum

**Zero Points:** Student is functioning in the general education curriculum at a level similar to peers.

One Point: Student requires limited modifications to the general curriculum.

**Two Points:** Student requires significant modifications to the general curriculum.

**Three Points:** Significant adaptation to grade level curriculum requires specialized instructional strategies. Alternate assessment is used to measure progress.

#### **IEP Goals**

**Zero Points:** Student has IEP goals instructed by another teacher or service provider.

**One Point:** Student has 1-2 IEP goals.

**Two Points:** Student has 3 IEP goals.

**Three Points:** Student has 4 or more IEP goals.

### **Specially Designed Instruction**

**Zero Points:** Student requires no specially designed instruction.

**One Point:** 25% or less of instruction is specially designed and/or delivered by special education personnel.

**Two Points:** 26-75% or less of instruction is specially designed and/or delivered by special education personnel.

**Three Points:** 76 to 100% of instruction is specially designed and/or delivered by special education personnel.

### **Joint Planning and Consultation**

**Zero Points:** Joint planning typical for that provided for all students.

**One Point:** Special education teachers conduct joint planning with 1 general education teacher or paraprofessionals over the course of each month.

**Two Points:** Special education teachers conduct joint planning with 2 to 3 general education teachers or paraprofessionals over the course of each month.

**Three Points:** Special education teachers conduct joint planning with more than 3 general education teachers or paraprofessionals over the course of each month.

### **Paraprofessional Support**

**Zero Points:** Individual support needed similar to peers.

**One Point:** Additional individual support from an adult is needed for 25% or less of the school day.

**Two Points:** Additional individual support from an adult is needed for 26% to 75% of the school day.

**Three Points:** Additional individual support from an adult is needed from 76% to 100% of the school day.

### **Assistive Technology**

**Zero Points:** Assistive technology use is similar to peers.

**One Point:** Assistive technology requires limited teacher-provided individualization and/or training for the student.

**Two Points:** Assistive technology requires extensive teacher-provided individualization and/or training for the student.

**Three Points:** Assistive technology is requires extensive teacher-provided individualization and/or training for the student. Significant maintenance and/or upgrades for continued effective use are anticipated.

### Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)

**Zero Points:** Student requires no FBA or BIP.

**One Point:** Requires limited time assessment, planning, data collection and communication with others (not more than 2 hours per month).

**Two Points:** Requires 2 to 4 hours monthly for assessing, planning, data collection and communication with others.

**Three Points:** Requires more than 4 hours for assessing, planning, data collection and communication with others.

### Example 2 Caseload

	The student receives specially designed instruction/supports for:				
Student	Less than 5 Between 5 and Between 12.5 More than				
	hours per week	12.5 hours per week	and 24 hours per week	hours per week	

x 1=	x 2=	x 3=	x 4=

Total:\_\_\_\_\_

**Note:** Supports could include travel time to students served off-site (e.g., hospitalized or homebound students, preschoolers served in their general education preschool classes). If multiple students are served in one site, apply all travel time to one of the students, only.

### Example 2- Text Caseload Determination

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.

principal and/or special education coordinator.
In determining special education teacher caseloads, the Community School District will use the following values to assign points to the programs of each eligible individual receiving an instructional program in the district.
A teacher may be assigned a caseload with no more than total points.
<b>One point:</b> The student receives specially designed instruction/supports for less than 5 hours per week.
<b>Two points:</b> The student receives specially designed instruction/supports for between 5 and 12.5 hours per week.
<b>Three points:</b> The student receives specially designed instruction/supports for between 12.5 and 24 hours per week.
<b>Four points:</b> The student receives specially designed instruction/supports for more than 24 hours per week.

**Note:** Supports could include travel time to students served off-site (e.g., hospitalized or homebound students, preschoolers served in their general education preschool classes). If multiple students are served in one site, travel time is applied to one of the students, only.

## Example 3 Caseload Determination

1.	How many IEP students are on your roster?		
2.	List the number of students in each category below:  a. Up to 2 hours per day of direct instruction  b. Between two and five hours per day  of direct instruction x 1.25  c. More than five hours per day of  direct instruction x 1.50		
3.	How many students on your roster will have a 3-year reevaluation this year? x .25		
4.	For how many roster students will you be planning and supervising work experience?		
5.	With how many teachers do you co-teach?		
6.	How many students on your roster are dependent upon an adult for their physical needs?		
7.	How many students are on a BIP?		
8.	With how many associates do you collaborate?		
9.	How many students do you serve off-site? (e.g., hospitalized, home-bound, in general education preschools)		
		Total	

### Example 3 - Text Caseload Determination

Caseloads will be tentatively set in the spring for the following year. Caseloads may be modified based on summer registration and actual fall enrollments. Caseloads will be reviewed at least twice during the school year by individual district special education teachers with their building principal and/or special education coordinator.

A "full" teacher caseload will be considered to be \_\_\_\_\_\_ total points. If a teacher's caseload exceeds this number, the teacher and the [designate somebody: principal or assistant principal or Special Education Coordinator, etc.] will meet to discuss whether the teacher is able to provide the services and supports specified in his or her students' IEPs. If the teacher is able to do so, no further action is needed. If the teacher is unable to provide the services and supports specified in his or her students' IEPs, a plan of action will be developed. If the teacher is not satisfied that the plan of action will meet the requirements of his or her students' IEPs the teacher may initiate the process for resolving caseload concerns that is described in this plan.

In determining special education teacher caseloads, the \_\_\_\_ Community School District will use the following values to assign points to the caseloads of each teacher in the district.

**1 point:** Each IEP for which the teacher is responsible for IEP writing, IEP meetings, progress monitoring and reporting to parents.

**1 point:** Each student provided up to two hours per day of direct instruction by the teacher.

**1.25 points:** Each student provided between two and five hours per day of direct instruction by the teacher.

**1.5 points:** Each student provided more than five hours per day of direct instruction by the teacher.

**0.25 points:** Each student who will have a three-year reevaluation during the current year.

**1 point:** Each student for whom the teacher plan and supervises work experience.

**1 point:** Each teacher with whom the special education teacher co-teaches.

**1 point:** Each student who is dependent on an adult for physical needs.

**1 point:** Each student who has a behavior intervention plan (BIP).

**1 point:** Each paraprofessional with whom the special education teacher collaborates.

**1 point:** Each student served off-site (e.g., hospital, homebound, general education preschool, etc.).

### Question 4: What procedures will a special education teacher use to resolve caseload concerns?

#### **Purpose**

The purpose of this requirement is to ensure that special education teachers have a way to request a review of situations that have not been addressed by the caseload review process.

#### Requirements

The caseload resolution procedures need to:

- Identify who the teacher needs to contact to initiate the process
- Identify the individual(s) who will be consider the question and make a decision
- Provide a specific timeframe for completing the review and responding to the teacher's concern

#### **Examples**

Two examples of caseload concern procedures follow on pages 25-27.

These are generic examples. The district can write its own or make adjustments to any of the examples to suit its needs.

#### **Considerations**

Timelines should be specific. For example, a decision will be made within 10 school days of receiving the caseload dispute.

The procedures should not be cumbersome. The goal of the procedures is to provide for timely response to a teacher's concern.

### Adjusted Caseload Status

If a district is exceeding the limits specified in this plan, it may ask the AEA Special Education Director to grant an adjusted caseload status.

An AEA may grant an adjusted caseload status for "good cause shown." 41.408(2)g. A showing of good cause is highly dependent on the facts and circumstances surrounding the request and a determination of "good cause" is within the sound discretion of the AEA Special Education Director. As a general rule, "good cause" will not be satisfied by a district's unsupported request for an adjustment to its caseload, and will typically require demonstration that the district considered other alternatives before seeking an adjustment. As with all special education questions, the primary concern should be the district's ability to provide a FAPE in the LRE to the eligible individuals it serves.

# **Examples Caseload Concern Procedures**

### What procedures will a special education teacher use to resolve caseload concerns?

Here are two examples of procedures for resolving caseload concerns. Districts may:

- Use one of the examples, as written
- Modify one of the examples, if the resulting plan meets the requirements of the Iowa *Administrative Rules of Special Education*
- Write their own procedures for resolving caseload concerns, if the resulting plan meets the requirements of the Iowa *Administrative Rules of Special Education*

### **Example 1 Resolving Caseload Concerns**

Caseloads will be reviewed at least twice per year by individual LEA special education teachers with their building principal and/or special education coordinator. In addition to scheduled reviews, caseload will also be reviewed under the following circumstances:

- When a specified caseload is exceeded. If the caseload limit is or will be exceeded by 10% for a period of 6 weeks, then a review may be requested in writing.
- When a teacher has a concern about his or her ability to effectively perform the essential functions of his or her job due to caseload.

### REQUESTING A CASELOAD REVIEW

- All requests must be in writing
- Requests should initially be given to an individual's principal/supervisor
- A committee will be appointed annually to serve as a review team in collaboration with the building principal/supervisor
- The person requesting the review is responsible for gathering relevant information to support their request. This information might include, but is not limited to:
  - o IEPs
  - o Schedule and instructional groupings
  - o Collaborative/co-teaching assignments
  - Number of buildings

#### PROCEDURAL STEPS

- 1. Informal problem solving strategies in relation to caseload concerns have been exhausted.
- 2. A written request for caseload review is submitted to the principal/supervisor.
- 3. The request is reviewed for clarification with the principal/supervisor. The principal/supervisor tries to resolve the concern at this point.
- 4. If the caseload concerns cannot be satisfactorily resolved, the request is then sent to the caseload committee.
- 5. Within 15 working days, the caseload committee will review the request and give a recommendation to the individual's principal/supervisor.
- 6. Upon receipt of the committee's recommendation, the principal will review the information and discuss it with the individual.
- 7. Within 10 working days, the principal will meet with the individual and provide a written determination.
- 8. If the person requesting the review does not agree with the determination, he or she may appeal to the AEA Director of Special Education.
- 9. The AEA Director/designee will meet with personnel involved and will provide a written decision.

### **Example 2 Resolving Caseload Concerns**

A scheduled review of teacher caseloads will be conducted by the building principal as follows:

- 1. at the beginning of the school year;
- 2. by November 30; and
- 3. by April 1 to plan for the following school year.

Upon review, if there appears to be an overload, the teacher may request and the principal will arrange a Caseload Assistance Team (CAT) meeting. The CAT will be comprised of four teachers, a building administrator, and an AEA representative. The CAT will make recommendations as to whether there is a need for adjustments to a teacher's schedule or roster.

At any other time, a teacher may request a caseload review by submitting, in writing, the request to the building principal. The building principal must convene the CAT within 5 working days. A resolution and written decision must be made available to the teacher within 5 days after the CAT meeting.

# Question 5: How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

#### **Purpose**

Dependent upon any needs indicated by data or determination assigned by the State, the district will examine the District Developed Plan to determine if a revision to the plan is warranted in order to affect the desired change.

Districts will need to evaluate the effectiveness of their delivery system to determine if it is leading to improved outcomes for eligible individuals.

#### **Example Text**

"The district will examine their SPP/APR data to determine priorities and develop an action plan. If the district meets SPP/APR requirements, the delivery system will be considered effective. If the district does not meet requirements, the district will work in collaboration with the State and AEA."

The example text is simply a suggestion. A district may choose to develop its own answer, or add more information to the example text.

### Plan Available for Public Comment

#### **Explanation**

Once the development group has completed its work and the proposed delivery system is described in writing, there must be an opportunity for public comment.

### Notifying Public of a Plan for Review

The district will need to notify the public that the District Developed Plan is available for review. Methods of notification might include:

- Local newspaper
- District website
- School newsletters
- Local radio station

### Public Viewing of the Plan

The district will need consider where the District Developed Plan will be available for public viewing. Locations for the plan might include:

- Administration offices
- Buildings throughout the district
- District website

Districts also need to describe the desired method for providing comment.

### Timeline for Public Comment

Reasonable time should be given between notice to the public and the deadline for receipt of comment.

As a general rule, less than 14 days would be considered insufficient time between notice and the deadline for receipt of comment; 20 calendar days or more would be desirable.

### Receipt and Consideration of Public Comment

Public comment can be provided in writing or orally.

The district must review and consider all public comments and make any necessary modifications to their District Developed Service Delivery Plan, as appropriate.

### **Compliance Verification**

Checklist

Administrative Rule	<b>41.408(2)c(3)</b> The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.
Explanation	When the plan is in its final form, it must be submitted to the AEA Special Education Director, who will verify that the plan is in compliance with the Iowa Administrative Rules of Special Education.
	The AEA will provide the districts with more information on this process.
Timeline	The review by the director should take place after the public comment requirement has been completed since public comment might prompt some changes to the proposed plan.

A checklist of requirements is on page 31, and will also be available to

download as a separate attachment.

### District and AEA Special Education Director Checklist for Requirements

Is compliant with rules	Requirements	Education Director comment		
	Development of District Developed Service Delivery Plan approved by school board			
	Individuals on committee approved by district school board			
	AEA represented by Director appointee			
	Description of special education instructional services include full continuum			
	<ul> <li>Caseload descriptions includes</li> <li>A definition of teacher caseload (e.g., number of students, number of points, etc)</li> <li>Who will monitor caseloads</li> <li>How often caseloads will be monitored</li> </ul>			
	Description of procedures for resolving caseload concerns			
	<ul> <li>Description of how the district will address:</li> <li>SPP/APR targets</li> <li>LEA determinations assigned by the state</li> <li>Plan evaluation and effectiveness</li> </ul>			
	Plan submitted to the AEA Special Education Director			
AEA Special Education Director Signature Date				
Information below the line for district use only				
	Final approval by district school board			
	Plan inserted into Comprehensive School Improvement Plan			

### School Board Approval of Plan

Administrative Rule	41.408(2)c(5) The LEA board shall approve the system prior to adoption.
Explanation	Before a district can implement a delivery system, the district's board must approve the system.
Explanation of Public Comment	The development committee will need to include an explanation summarizing the comments given by the public and how the comments were included or addressed in any revisions made.

### Insert District Developed Plan into Comprehensive School Improvement Plan

### **Explanation**

Districts will be required to input their approved District Developed Service Delivery Plan into their Comprehensive School Improvement Plan (CSIP).

There will be a separate section within the CSIP for districts to enter their plan information. A template with the questions and assurances are on page 36-37. This template is also available as a separate attachment to download.

#### **Timeline**

Districts will be able to enter their District Developed Service Delivery Plan into the CSIP online between June 1<sup>st</sup>, 2009 and September 15<sup>th</sup>, 2009.

The plans must be entered by September 15<sup>th</sup>, 2009.

### Tables and Rubrics

Currently, it is not possible to insert a table, rubric, or matrix into the CSIP, so written description of the table, rubric, or matrix is necessary.

### Additional information

Additional information will be available upon programming completion.

### Appendix A

### Iowa Administrative Rules of Special Education

281—41.408(256B,273,34CFR300) Instructional services.

**41.408(1)** *General.* Instructional services are the specially designed instruction and accommodations provided by special education instructional personnel to eligible individuals. These services are ordinarily provided by the LEA but, in limited circumstances, may be provided by another LEA, the AEA or another recognized agency through contractual agreement. An agency must use the procedure and criteria described in subrule 41.408(2) for creating a delivery system for instructional services.

**41.408(2)** *Delivery system.* An agency shall use the following development process for creating a system for delivering instructional services.

- a. The delivery system shall meet this chapter's requirements relating to a continuum of services and placements, shall address the needs of eligible individuals aged 3 to 21, and shall provide for the following:
  - (1) The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies, and instructional materials.
  - (2) The provision of specially designed instruction and related activities through cooperative efforts of special education teachers and general education teachers in the general education classroom.
  - (3) The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.
  - (4) The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.
- *b*. The delivery system shall be described in writing and shall include the following components:
  - (1) A description of how services will be organized and how services will be provided to eligible individuals consistent with the requirements of this chapter, and the provisions described in 41.408(2)"a."
  - (2) A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.
  - (3) A description of the procedures a special education teacher can use to resolve concerns about caseload. The procedures shall specify timelines for the resolution of

- a concern and identify the person to whom a teacher reports a concern. The procedures shall also identify the person or persons who are responsible for reviewing a concern and rendering a decision, including the specification of any corrective actions.
- (4) A description of the process used to develop the system, including the composition of the group responsible for its development.
- (5) A description of the process that will be used to evaluate the effectiveness of the system.
- (6) A description of how the delivery system will meet the targets identified in the state's performance plan, described in this chapter.
- (7) A description of how the delivery system will address needs identified by the state in any determination made under this chapter.
- c. The following procedures shall be followed by the agency:
  - (1) Before initiating the development of the delivery system, the LEA board shall approve such action and the LEA personnel and parents who will participate in the development of the alternative.
  - (2) The delivery system shall be developed by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative shall be selected by the director.
  - (3) The director shall verify that the delivery system is in compliance with these rules prior to LEA board adoption.
  - (4) Prior to presenting the delivery system to the LEA board for adoption, the group responsible for its development shall provide an opportunity for comment on the system by the general public. In presenting the delivery system to the LEA board for adoption, the group shall describe the comment received from the general public and how the comment was considered.
  - (5) The LEA board shall approve the system prior to implementation.
- d. The procedure presented in subrule 41.907(9) shall be followed in applying the weighting plan for special education instructional funds described in Iowa Code section 256B.9 to any delivery system developed under these provisions.
- e. An LEA shall review, revise, and readopt its delivery system using the procedures identified in paragraph "c" of this subrule at least every five years, or sooner if required by the state in conjunction with any determination made under this chapter.
- f. An LEA shall make the document describing its delivery system readily available to LEA personnel and members of the public.
- g. A director may grant an adjusted caseload status for good cause shown, if an LEA submits a request to the AEA for such status because class size, including the size of a class served by a teacher employed less than full-time, exceeds those limits specified in the portion of the plan required by 41.408(2)"b"(2).

### **Appendix B**

# District Developed Special Education Service Delivery Plan \_\_\_\_\_ Community School District Public Comment Draft

The Iowa Administrative Rules of Special Education require each school district to develop a plan for the delivery of special education services. Districts must make the plan available for public comment. If you have comments that you wish to be considered before this plan is finalized, please submit those comments to:

Comments must be received by (date):

#### Plan (Each answer must be limited 6000 characters, including spaces)

- 1. What was the process used to develop the delivery system for eligible individuals?
- 2. How will services be organized and provided to eligible individuals?
- 3. How will caseloads of special education teachers be determined and regularly monitored?
- 4. What procedures will a special education teacher use to resolve caseload concerns?
- 5. How will the delivery system for eligible individuals meet the targets identified in the state's performance plan and the LEA determination as assigned by the state? What process will be used to evaluate the effectiveness of the delivery system for eligible individuals?

Assu	Assurances		
	The district assures it provides a system for delivering instructional services including a frontinuum of services and placements to address the needs of eligible individuals aged 3 21, and shall provide for the following:		
	(1)	The provision of accommodations and modifications to the general education environment and program, including settings and programs in which eligible individuals aged 3 through 5 receive specially designed instruction, including modification and adaptation of curriculum, instructional techniques and strategies and instructional materials.	
	(2)	The provision of specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom.	
	(3)	The provision of specially designed instruction on a limited basis by a special education teacher in the general classroom or in an environment other than the general classroom, including consultation with general education teachers.	
	(4)	The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served.	
	The district assures the school board has approved the development of the plan for creating a system for delivering specially designed instructional services.		
	The district assures that prior to the school board adoption, this delivery system was available for comment by the general public.		
	The district assures the delivery system plan was developed by a committee that included parents of eligible individuals, special education teachers, general education teachers, administrators, and at least one AEA representative (selected by the AEA Special Education Director).		
	The district assures the AEA Special Education Director verified the delivery system is in compliance with the Iowa Administrative Rules of Special Education.		
	The district assures the school board has approved the service delivery plan for implementation.		

### **Appendix C Sample Timelines**

Districts need to be aware of their timeline when working on the District Developed Service Delivery Plan, especially if their school board does not meet during the summer months. Districts will not be able to enter their plans into the CSIP until June 1, 2009 at the earliest. Plans needs to be approved by the school board before they are entered into the CSIP.

### Example 1:

Date	Activity
March 1	School board approves development of plan and individuals on
	development team
March 15- April 15	Development team creates plan
April 15- April 30	Public comment period
May 1	Plan goes to AEA Special Education Director for compliance
	verification
June 1	School board approves final District Developed Service Delivery Plan
June 1– September 15	Plan is entered into the Comprehensive School Improvement Plan

### Example 2:

Date	Activity
February 15	School board approves development of plan and individuals on
	development team
March 1- April 15	Development team creates plan
April 15- May 15	Public comment period
May 15	Plan goes to AEA Special Education Director for compliance
	verification
June 1	School board approves final District Developed Service Delivery Plan
June 1– September 15	Plan is entered into the Comprehensive School Improvement Plan

### Example 3:

Date	Activity
April 1	School board approves development of plan and individuals on
	development team
April 1-May 1	Development team creates plan
May 1- June 1	Public comment period
June 1	Plan goes to AEA Special Education Director for compliance
	verification
August 15	School board approves final District Developed Service Delivery Plan
August 15-	Plan is entered into the Comprehensive School Improvement Plan
September 15	